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ABSTRACT

The purpose of this program guide is to give children an opportunity to talk about ideas and concepts which are related to drug abuse, and to help them understand themselves a little bit better. Research into causes of drug abuse indicates that there is a strong relationship between certain behavioral characteristics and the tendency to abuse drugs. Some of these characteristics include: lack of self-esteem or self-worth; lack of a clear values system; child/parental attitudes toward sickness and the use of medicines. A teacher's manual is also included which suggests that teachers should allow at least one class period per chapter to enable students to verbalize their ideas and feelings about the subject matter. The teacher should act as a facilitator, introducing the topics and keeping things moving, while encouraging the children to do most of the verbalizing. In preparation for the guide, questions were asked of several classes of elementary students. The children's own remarks are used throughout the booklet. The program covers areas such as "feeling good", decision making, values, bad feelings, having fun, and "I Like Me." (Author/CJ)

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Feeling Good

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Teacher's Guide

CHARLOTTE DRUG EDUCATION CENTER

Teacher's Guide

for

FEELING GOOD!

Rita C. Arundell

CHARLOTTE DRUG EDUCATION CENTER

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Introduction

The purpose of this booklet is to give children an opportunity to talk about ideas and concepts which are related to drug abuse, and to help them understand themselves a little bit better. Research into causes of drug abuse indicates that there is a strong relationship between certain behavioral characteristics and the tendency to abuse drugs. Some of these characteristics include: lack of self esteem, or self worth; lack of a clear values system; child/parental attitudes towards sickness and the use of medicines.

We think the booklet will be of great value if the teacher will allow at least one class period per chapter to enable the students to verbalize their ideas and feelings about the subject matter. The booklet will not be effective if sufficient time is not alloted for students to talk with and listen to one another. The teacher should act as a facilitator, introducing the topics and keeping things moving, while encouraging the children to do most of the verbalizing.

In preparation for this booklet, we asked questions of several classes of fourth graders as well as of a control group of third and fifth graders. The children's own remarks are used throughout the booklet and a number of words are spelled incorrectly. Please do not use this opportunity to teach language arts.

The booklet begins on the light note of "feeling good" but moves into a more serious vein in the sections on decision making, values and bad feelings. It ends on a positive note with sections on having fun and "I Like Me." both of which are important to the overall purpose of the booklet.

Below we have listed some suggestions for use of the booklet in the classroom. We are sure that, with your own expertise as a teacher, you can think of other classroom experiences that would be useful.

R.C.A.

Chapter 1: FEELING GOOD!

Let the children read the introductory sentences which ask them to picture in their minds what "feeling good" means to them.

1. Have them brainstorm what "feeling good" means. Write all their suggestions (preferably in short two or three-word answers) on the blackboard. Circle all on the physical activities which they mention.

2. Let the children demonstrate the physical things they can do when they are feeling good—jump, dance, clap hands, stamp feet, etc.—depending on your classroom situation and tolerance level.

3. Other awareness exercises are:
   a. Play "happy" or "feeling good" music and ask them what the music brings to mind. Or, ask the children to bring in records which make them feel good. They might also discuss other pleasurable sounds.
   b. The children can list all the things which they think really taste good to them.
   c. Ask the students if they like the smell of pine needles, or hamburgers grilling over charcoal, and begin a discussion of things that "smell good."
   d. Ask them to consider how nice it is to be able to touch and feel things. You might ask them to close their eyes and pass around objects with various textures (silk, velvet, wood, leather, stone). Discuss which textures they liked the best. Talk about other "touching" experiences such as clasping hands, stroking hair, petting a cat or dog, etc.
   e. Summarize, or have one of the students summarize, how much our senses add to our ability to "feel good."

4. Using the physical activities circled on the blackboard, ask the students if they can perform the same activities when they are **not** feeling well. Bring out the correlation between feeling good and being healthy. (Note: Later chapters will discuss being healthy and feeling bad.)

5. Have the children draw pictures as suggested on p. 4 of the booklet. This might be a good time to play the "happy music" mentioned above. The students could also begin a wall mural, which will eventually depict all the ideas which will be discussed in the booklet. This section could have student drawings or magazine pictures related to feeling good and being healthy. Continue the mural throughout your use of the booklet.

Chapter 2: BEING HEALTHY

This chapter has more reading material than most of the chapters in this booklet. Still, there are many aspects of health that are not mentioned. We felt that your regular health curriculum would cover them. The following are the main points of this chapter:

1. Medicines/drugs have many good uses.
   a. Ask the children if they know what "shots" they have received and why they received them. If they do not know this information, you might want to list some of the following on the blackboard:

smallpox	mumps
diptheria	pneumonia
whopping cough	tuberculosis
tetanus	diabetes
polio	allergies
measles	

   Discuss the medications that are used to inoculate people against disease, and the medications that are used to regain health.

   b. Ask the children if they have had any serious illness. What happened, what medicine did they take, etc.

   c. Have the children open their booklets and read p. 5. (Some of the words used are difficult and the teacher may have to spend a little time explaining them.)

2. Not all drugs are medicines. But any chemical, if inhaled or ingested, produces some change in the body system. Stress the fact that everyone must be extremely careful about what goes into his body system.

3. Medicine is not necessary for every ache and pain. Some of the students we contacted seemed to think that aspirin was a cure-all, and that whenever they did not

feel well, they should take some medication. Discuss the body's ability to heal itself—as in the case of scratches, minor cuts, headaches, colds. Try to encourage the students to look at medicine as necessary only sometimes, particularly when prescribed by a physician, but not needed for every ache and pain.

4. Pain is a helper. This might be a new notion for your students to consider. Doctors use pain to help diagnose and treat illness. Ask them to imagine what would happen if they broke their arm, but had no pain; or if they had a very bad sore throat, but it didn't hurt. Once they consider the idea that pain, while not pleasant, can be helpful, they can understand that pain is a part, sometimes necessarily, of life.

5. "Being healthy" also refers to our mental or emotional health. While this idea is not discussed in the chapter, we feel you should bring this out in class. A person who is very unhappy may actually feel physically unhealthy. On the other hand, a person who is seriously handicapped can be considered "healthy" if he is able to cope with his ailment, have a positive outlook on life, and be a productive person. You might ask the children if they know someone with a handicap who is a happy person. (Use your discretion with this activity.) Or, you might discuss someone like Helen Keller or Steve Wonder (blind piano player).

6. After the students finish reading p. 6, you might ask them "Who is responsible for your health?" Let them discuss this, and put some key points on the board for all to consider.

Who's responsible?

healthy food	taking medicine
enough sleep	dental care
exercise	happiness
medical care	

Chapter 3: DRUG MISUSE:

The information in this chapter is understated. **Many** people overuse or misuse drugs, including those prescribed by physicians. Some people over-use drugs or chemical mixtures which are available at the local drug store or supermarket, not to mention the drugs which are available illegally. This chapter does not describe drug categories, or symptoms of abuse. We feel that the "drug information" approach is simply not the best approach, since people rarely base their actions on known facts. Some children are more sophisicated than others about drugs. We do not feel that those who are naive should be encouraged to become sophisicated. It is possible that more "information" about drugs also produces more curiousity and more experimentation. This is not to say that the teacher should not answer direct questions about drugs, or help a student who may have an existing drug problem in his/her family. The approach taken in this chapter is to discuss the reasons **why** people take drugs.

1. After the students read the introductory sentences on p. 7, ask them: "Why do you think some people misuse drugs?" List all the possible reasons people might give on the blackboard. Also have the children consider the answers given by other students in the booklet.

2. Now have them discuss the questions on the top of p. 8, such as: "Do drugs solve problems?" This might be a good time to teach some problem-solving techniques. One way to do this is as follows:

   a. Ask the students what problems young people in 4th to 6th grade have. List all problems on the blackboard.

   b. Have the class decide which two (or one) are the most important problems for you to work on today.

c. Be sure the problems are correctly identified. Sometimes a symptom or "want" is described rather than the actual problem. Try to identify **needs.** (Example: On a rainy day, a student may want his mother to drive him to school. His **need** is to not get wet, so some solutions might be (1) a raincoat, boots and umbrella, or (2) neighborhood car pool, or (3) a taxi, or (4) mother drives to school.)

d. Ask the children to brainstorm all the possible solutions to one particular problem. Encourage them to be creative and list all solutions, even impractical ones. Do not evaluate any suggestions at this time.

e. Have the students select the two or three solutions which they feel are the best solutions to the problem in question. Does it meet the needs of the person(s) involved?

f. Ask those students who might have this problem to try one or more of the solutions and to let you (or the class) know if they worked. All solutions have to be implemented, and eventually re-evaluated, to determine their effectiveness.

3. Let the students consider the other questions on p. 2, #2, #3, #4. Many young people take drugs for fun or to try something new. It would be misleading to ignore this. However, direct their thinking to other, non-drug ways of having fun or trying something new. "Having Fun" is discussed in a later chapter.

4. The two concluding points of this chapter are:
   a. We all make wrong choices sometimes — even mother and fathers and teachers—but we can all learn from wrong choices.
   b. Sometimes good decisions are hard to make, particularly if we are being pressured to do otherwise.

Chapter 4: DECISION MAKING

"Every day young people like yourself make decisions." This opening statement on p. 9 may come as a surprise to some of your students who do not see themselves as making daily decisions.

1. Have your students read aloud the decisions which Dorothy had to make one day. Let them consider which of Dorothy's decisions are more important. There are no "correct" answers. The point of the chapter is to help the students come to an understanding that: a) we make decisions all the time, and b) some decisions may be more serious or important than others.

2. Have the children fill in the top of p. 10 and then gather into buzz groups of four or five to discuss with each other the decisions which they rated as most important, and why.

3. The children can write down what decisions they had to make recently, as directed in the booklet. In their buzz groups, let them discuss which of their personal decisions were important.

4. This would be a good time to talk about decisions which we make because we are influenced by others,—like stealing something from a store because we are "dared" to; or, so the gang will accept us, doing something we really don't want to do.

5. Ask the children to suggest several possible incidents where someone their age could be pressured to do something wrong by other students. Have several students role-play this situation. Be sure the students understand the situation, but let them proceed on their own. Have the class evaluate the solution presented. Is it a good solution? What might happen tomorrow (or other future date)? What other solutions are there, or is this the best one ?

6. The concluding question of the chapter: "What makes a decision an important one to a person?" is as difficult to answer for adults as for children. Let everyone think about it.

Chapter 5: WHAT'S A VALUE?

Our decisions often reflect our values and while children may not be familiar with the term "values" they nevertheless operate on some value system. The main idea behind this chapter is to allow children to realize that they have values, to clarify for themselves what some of these values are, and to consider some different or perhaps better values. It is extremely important that the teacher not impose her values, or what she sees as very important, on the student. The best thing a teacher can do is to **model** her values.

1. Begin the class by stating: "There are some things in life that are very important. I believe that **education** is very important. What are some things that you believe are very important? List all the ideas that the students suggest. They may suggest ideas such as "having a nice house" or "owning a car." These can be tied in later to a work ethic, or an education value or a wealth value. Children of this age often tend to be oriented to concrete concepts and may not suggest more abstract ideas such as "beauty" as something of real value. If you feel that they do not offer many choices, you could list additional values from the list below:

achievement	freedom	power
appearance	friendship	religion
creativity	justice	respect
courtesy	knowledge	skill
cleanliness	love	wealth
family	patriotism	wisdom

2. After the children have verbalized as many "important things" as they can think of, explain that many of these "things" can be called "values." Have them open their booklets to p. 11 and read the beginning sentences.

3. From the list of values on the blackboard and in the booklet, ask the children to consider which four are the most important to them. Let them explain to their buzz group which four they have chosen.

4. Some students may be willing to "play" a "value." FUN can explain why he is important, HONESTY, can extol his virtues, etc.

5. The children are now asked to consider and write down which values they think are most important to their parents. As a homework assignment, let them ask their parents which values are most important to them. The children might find that they have accurately described their parents' values; or the parents might discover that the values which they think they are projecting are not the same ones their children see.

6. In order to bring out the idea that values help us make decisions, list some of Dorothy's decision (on p. 9) on the blackboard. See if the class can assign a possible "value" to them, i. e.:

Decision	Value
to eat breakfast	health
what pair of jeans to wear	looking attractive
to cheat on her math test	honesty/dishonesty
to watch TV or study	fun/education
to brush her teeth, etc.	health habits/cleanliness

Let the students also consider the decisions which they listed on p. 10 and see if any of their decisions reflect their four most important values. (It may be difficult to assign "values" to all their decisions.)

If the children simply begin to look at their values and their decisions, they will have started on a very meaningful path.

Chapter 6: ADVERTISING:

The main point of this chapter is to help students become more discerning about all the advertising to which they are exposed. In our preparation for this booklet, we found that a few children were very perceptive about advertising, but many others were not.

1. Before you begin the chapter, ask the students to bring in a magazine from home. After the students read p. 12, have them open their magazines and select advertisements which try to influence their decisions by using words like "better," "best," "great," etc. Let them select the ones which they believe the most (and/or the least). Have them discuss the comments on p. 13. See if they have similar feelings about certain commercials.

2. Ask them to consider: "Why do all these different companies advertise?" Ask some of the more vocal students to select a product which they would like to sell. Have each student try his "selling technique" on the class. Ask the class which "salesman" they liked better and why.

3. The assignment on p. 14 is self-explanatory. After the students bring in their list of six commercials, have them discuss the questions on p. 14 in their buzz group. Or, you may wish to put the more discerning and vocal students in a "fishbowl" in the center of the room, and allow the other students to watch and listen to the discussion going on in the fishbowl.

4. Encourage the students to discern between those items they really **need** and those they feel they **want.**

Chapter 7: FEELING BAD

This chapter is about very uncomfortable, personal feelings. Some children may be very reluctant to talk about their bad feelings and this reticence should be respected. Others may really want a sounding board for their feelings. Either way, the teacher will have to be extremely sensitive to what happens in the classroom; neither to "put down" those feelings which she does not personally understand the child having, nor to capitalize on those which she feels are more valid. This is a good opportunity for the teacher to learn to "hear" a student's **feelings** in the telling of particular events, rather than hearing the **facts** of the story.

1. Select a picture from a magazine which shows someone crying, or in someway not feeling happy. Ask your students what they think might have happened to make the person feel sad. Ask them to consider events which have happened to them that made them feel bad.

2. The students can now open their booklets and read some of the statements made by other students their age (p. 15). Ask them with which statements they can identify.

3. Ask them if they can add more things to the list of things that make young people feel bad. Write down briefly some of the **experiences**; then see if they can identify what they **felt.** Did they feel neglected, unwanted, stupid, afraid, angry, lonely, hateful? Do not tell them that they "shouldn't" **hate** if that is the feeling they identify. All people feel strong emotions at one time or another. It does not help to deny what one is feeling. Once the correct feeling has been identified, it is easier to deal with. To tell someone that this is "wrong" or that he or she "mustn't" feel that compounds and confuses the original feeling with feelings of guilt. This confusion or guilt can cause other behavioral problems.

4. After the feelings and their causes have been identified (See Chart on p. 16) ask the children what can be done to lessen these bad feelings. What makes them feel better? Accept all suggestions. Let the children decide which suggestions might work best for them.

5. Have the children role-play a few of the often-mentioned experiences that cause bad feelings. Let them work out what happens next. The rest of the class could suggest other "endings" to the role-play, or could role-play the same situation the way they see it.

6. Ask the children to read the top of p. 17. See if they believe that they are "worthwhile" persons—or if they feel "okay." Be sure to listen to their feelings.

7. The last exercise asks the children to draw a picture showing them helping someone. By drawing this experience, and writing down what is happening, the student may come closer to actually performing the helping action.

Chapter 8: HAVING FUN

The need to have fun, to laugh and relax is very important for our physical and emotional health. This chapter gives the students an opportunity to talk about one of their favorite subjects—fun.

1. Ask the students what "having fun" means to them. After several responses, have them brainstorm many different ways to have fun. Have them consider three areas:

(1) fun things you can do alone, (2) fun things you can do with your friends, (3) fun things you can do with your family. Discuss the satisfaction of doing things alone, as well as the excitement and fun of sharing a good time with others.

2. Plan a special fun day with your students. Let the children play some of their favorite games during recess, or in class. Plan a picnic lunch on school grounds, if this is permissible and if the weather is agreeable. Or, have a special "unbirthday party" with balloons, cupcakes, etc. since children often think of birthday parties as fun.

3. Consider special lesson plans to make all their classwork fun.

4. The children might be interested in planning a "fun day" for younger classmates, or their family. Let them discuss the many way they can help others have a good time.

Chapter 9: I LIKE ME!

This final chapter in our booklet can signal a better appreciation and understanding of self. Each student's self worth can be enhanced in many ways during the school year, not only by the teacher but by the other students. If the teacher is telling the student, "You really did a great job on that report" but his peers are telling him, "You're really dumb," it is doubtful that he will believe the teacher. (It will also be difficult to counteract a negative home atmosphere, though a parent-teacher conference may help.) The teacher will have to be creative to help the children come to an understanding that each person is unique and of worth.

1. What is a person? Ask the children to consider this question and then list as many ideas as possible on the blackboard that relate to "personhood." Hopefully, the ideas will consider physical, intellectual, emotional and aesthetic qualities, i.e., boy, girl, student/teacher, loving/happy, thoughtful/courteous.

2. The beginning exercise on p. 22 asks the student to write down his name, birthday, color of hair and eyes. There are many other things that make each person unique. You might want to have all the students who are born in the same month (or same Zodiac sign) form one small group. They would then share some of their uniqueness—their likes and dislikes, how many brothers and sisters they have, their favorite game, etc.

3. Ask the students in each group to tell one thing they like about each person in their group. ("Marvin's always smiling; Beth's very helpful"). The student is then asked to select one word which he thinks describes him best. Let each student explain why he chose this word.

4. The section entitled "Just for Fun" is part of Chapter 9. The children can read the "color quiz" on the top of p. 23. Ask them to consider how yellow makes them feel. Does it make them feel happy, warm like sunshine? After they have completed the entire chart, they can color over their words for a rainbow effect. Let them discuss the effect colors have on them.

5. Have the students share with each other the one thing which they treasure most, or are very proud of. You might suggest several possibilities to get them started.

6. The last question on p. 23 asks the students to tell what one wish they would like to have come true. This question, as well as many of the others, should provide some insightful answers.

7. Continue to develop self-affirmation projects during the school year.

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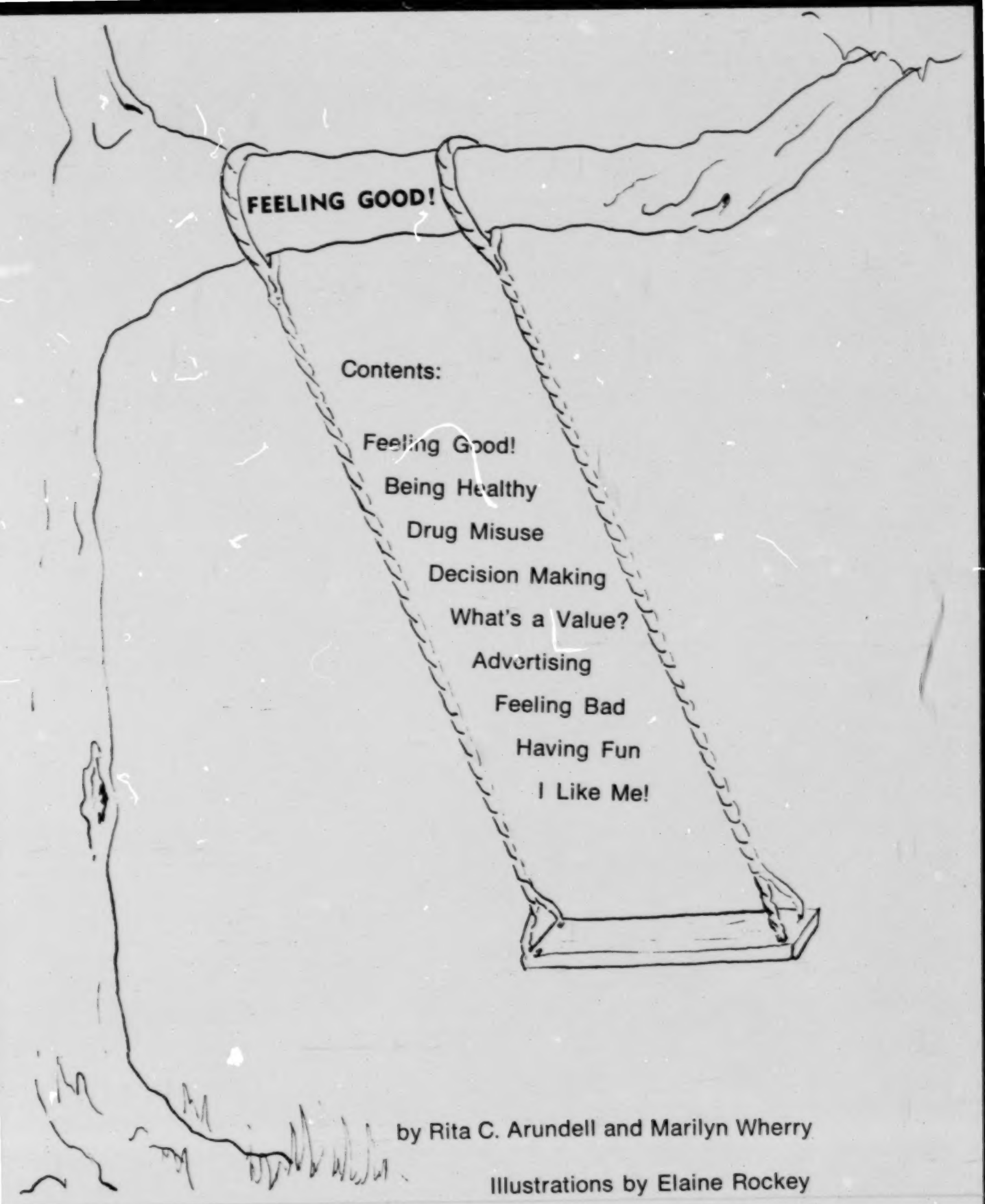

Contents:

Feeling Good!
Being Healthy
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Decision Making
What's a Value?
Advertising
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I Like Me!

by Rita C. Arundell and Marilyn Wherry

Illustrations by Elaine Rockey

This booklet is for you. It's about feeling good, and being healthy, and other things, like feeling bad and making decisions. We want you to write in it, to draw pictures in it and to really make it *your* booklet. We hope that by the time you have finished the last page, you will have learned some new things and had fun doing it!

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FEELING GOOD!

What do the words "feeling good" mean to you?
Close your eyes and think for a minute about really feeling good. What pictures come into your mind?

Each person in your classroom might think of something different.
Let's compare what you said with what some of our friends said:

To be free and feel good all inside and out.

I go out and play. I climb, run, play, agree and do stuff.

To have enough fresh air and sunshine.

full of energy a good life ahead.

happy, proud, content

I feel terrific.

Be strong doing something creative with myself.

Yes, there are many things that help us feel good about ourselves. Do you think feeling good has a lot to do with being healthy? Let's think for a minute about what it means to be healthy.

It means to me to feel good. You can do many things when you're healthy you play, jump, roll. You can do anything you want to do.

Draw a picture of you doing something that makes you feel great!

Now draw a picture telling how you stay healthy.

BEING HEALTHY

Centuries ago, millions of people—especially children—died from diseases like the bubonic plague, smallpox, diptheria, cholera. After much research, scientists and doctors discovered the causes of these diseases and developed serums, or medicines, or drugs to fight them. Today, hardly anyone in the United States ever dies from these diseases. The shots and vaccination which you receive as infants protect you from many of these serious diseases so you can have a longer, healthier life.

The causes of many other illnesses have also been found, and scientists, doctors and pharmacologists continue to find ways to prevent or alleviate (lessen) the effects of other illnesses on man by using certain drugs or medicines. Are drugs and medicines different?

The dictionary says:

med i cine — a substance used in treating diseases; something that affects well-being; the science and art of preventing, curing or alleviating disease.

drugs — a substance used as a medicine, or in making medicines; a chemical substance that produces a change in the body's function.

There are a few important things you should remember about medicines/ drugs:

1. They are meant to *correct* or *make easier* certain particular physical condi- conditions,

2. They should be prescribed by a doctor and taken only in the amounts specified.

Many people today think that as soon as they have a pain, they should run to the medicine cabinet for an aspirin, or other medication.

Did you ever think that pain is a helper? Pain is really a warning signal. It says: SOMETHING IS WRONG! SOMETHING NEEDS CARE! If we never had pain, we wouldn't know when something serious was wrong and we wouldn't go to see a doctor or dentist as soon as we should.

That doesn't mean that we need to *take* something for every little ache or pain. We all know it hurts when we stub our toe, or fall and scrape our knees, but after a while the pain goes away. If we have a headache, we may have to rest a while, or if we have a stomach ache, we may have to watch what we eat. Everyone has some ache or pain. It's just part of life. And part of growing up and feeling good about ourselves is learning how to deal with little aches and pains without drugs.

DRUG MISUSE

"Drugs" are meant to be used as medicine,—that is, to correct or improve certain physical conditions. However, some people take drugs when they are *not* physically sick. This is called drug "misuse."

Why do you think some people misuse drugs?

Well, some people have problems. They take drugs to get away from their problem. When they get off of drugs their problem is still there.

Some friends might call them "chicken" or tell them they wont be their friends.

Some kids misuse drugs for kicks or to act like it's cool stuff.

The people who misuse drugs probably think theyre all grown up.

I think they want to try something new.

because they have bad feelings and they take drugs so they will have nice feelings.

Let's think about that a minute. Can drugs do the things that some people think they do?

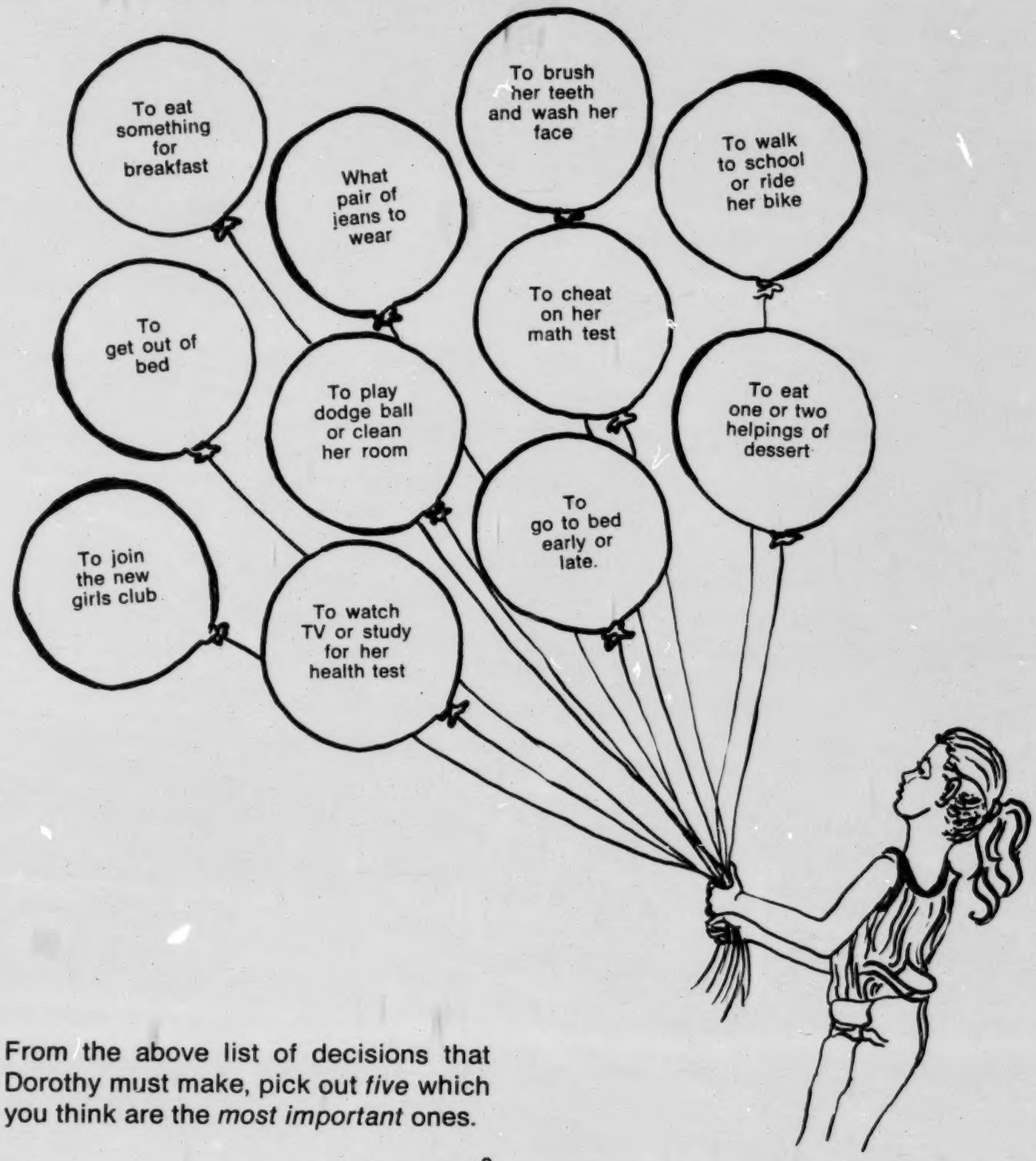
	Yes	*No*
1. Do drugs solve problems?	___	___
2. Does taking drugs make you "hot stuff?"	___	___
3. Are you "all grown up" if you take something?	___	___
4. Are you a "chicken" if you don't do what somebody else says?	___	___

People make up all kinds of excuses for the things that they do which are wrong. They blame somebody else, because they don't want to admit that they made a wrong choice, a wrong decision. We all make wrong choices sometimes, but - - -

We have to learn how to make good or right decisions. And some of these decisions are hard to make, especially if some of our friends are pressuring us to do something wrong.

DECISION MAKING

Every day young people like yourself make decisions. Below is a list of decisions that Dorothy had to make one day:


To eat something for breakfast
What pair of jeans to wear
To brush her teeth and wash her face
To walk to school or ride her bike
To get out of bed
To play dodge ball or clean her room
To cheat on her math test
To eat one or two helpings of dessert
To join the new girls club
To watch TV or study for her health test
To go to bed early or late.

From the above list of decisions that Dorothy must make, pick out *five* which you think are the *most important* ones.

List below these five decisions and tell why you think they are important:

Decision	**Reason it's important**

Now think about some decisions that you had to make today — or sometime last week. List some of your decisions:

1 _____

2 _____

3 _____

4 _____

5 _____

Look again at your decisions. Which *two* were the most important. Star * them. Why were they more important than the others?

_____

_____

What makes a decision an important one to a person?

_____

WHAT'S A VALUE

Very often our behavior, what we say and do, is influenced by our "values." What's a value? We might say:

the things that we believe are important,
the things that we rate highly
are our values.

Some values are:

helping others
being honest
love of family
education
work
having fun
good health
beauty
nature
money

What values are most important to you?

_____ _____

_____ _____

What values do you think are most important to your parents?

_____ _____

_____ _____

Values play an important part in our lives. They help us decide what we expect of *ourselves* and of *others.* Our values help us to make *decisions.*

Look back at page 10. Review your decisions and see if they reflect your *values* —the things that are most important to you.

ADVERTISING
(Commercials)

Did you ever notice how advertisers try to get you to buy their products by telling you — "Everybody buys it" or "It will make you popular" or "It's the best"?

Advertisers try to *influence* your decision, like some of your friends do sometimes, by giving you reasons that you should buy something.

We asked some fourth-grade friends if they believed what advertisers told them. This is what they said:

I think that they're over-doing it a little by advertising pills such a vitamins aspirins and cough medicines.

No, because we got some "Hungrex" and it didn't work.

Some of them can, some of them can't But they shouldn't exagerate too much.

Some of the medicines do work. But not all of them do.

Some aspirins say "Gives you relief, fast, Fast, Fast. Sometimes they don't.

They just do it for moneys.

I think those products can do what they say they can. Some people don't think this, but I do.

Perhaps we ought to take a closer look at commercials and what they are trying to tell us to buy.

Sometime this week, when you are watching television, keep this book handy and write down six commercials that you see in a one-hour period.

Name of Product	For Children or Adults	Do You Need This?
1.		
2.		
3.		
4.		
5.		
6.		

Which commercial did you think was the funniest? _____

Which one was the dullest? _____

Which commercial exaggerated the most? _____

Would you ask your parents to buy one of these products because of what the advertisers said about it? _____

DID YOU EVER THINK THAT WHAT WE DECIDE TO DO

AND WHAT WE DECIDE TO BUY

TELLS SOMETHING ABOUT WHAT WE THINK IS IMPORTANT IN LIFE?

FEELING BAD

Sometimes we have bad feelings. For example:

When people get mad at me that makes me feel bad. When I'm at a party or something and get left out.

If someone calls you names.
If someone accused you of so-ing.

What make me have bad feeling is when I tell somebody somethings and they don't listen.

When people tease you and make fun of you.

I have bad feelings when I make bad grades.

I have bad feelings when I do things I am not supposed to do.

When I get whiped with the belt

a spunsh on the nose

When I do a trick on one of my friends I feel bad because they don't like me anymore. I feel bad for a lot of things.

Most bad feelings happen when a friend, teacher or member of our family says, thinks, or does something that makes us feel not "OK." Here are some examples:

If we get left out, we feel no one likes us.

If we are accused of something, we feel misunderstood.

If no one listens to us, we feel no one thinks we are important.

If we do something we are told is "wrong," we feel like a failure.

If someone gets mad at us, we feel afraid and ashamed.

If we make bad grades, we feel stupid.

If we lose a game, we feel disappointed and mad at ourselves.

List some things that made you feel bad. Was someone else involved? How did you feel?

What happened	Other person	Feeling

Some things to remember:

EVERYONE HAS BAD FEELINGS SOMETIMES.

EVEN THOUGH YOUR FEELINGS HAVE BEEN HURT, YOU ARE STILL A WORTHWHILE PERSON. YOU ARE *OK!*

What can you DO about your feelings?

You can talk to someone about how you feel and why you feel that way. Do you know someone who is a good listener?

If you did something wrong that caused the bad feelings, is there something you can do to improve the situation?

You can try to understand the other person's feelings and try not to hurt them back.

You can do something for or with someone else. Sometimes doing something helps us get over our bad feelings.

Can you think of other things to do?

Now, let's think for a minute about *other people's* bad feelings. We know how other people can hurt us. But sometimes we are the ones hurting others.

Have you hurt someone's feelings this week?

How can you avoid hurting others?

Can you think of ways you can help make other people feel good about themselves?

Draw a picture of you helping some one else get over their bad feelings. Write a few sentences telling what happened.

HAVING FUN!

Besides our physical or health needs, we have other needs as a person that help us feel good about ourselves — like the need to have fun .

There are lots of things that can help us feel good, like the fun things we can do by ourselves, or with our friends, or with our family. Some of our friends said:

I feel great when I sing
dance, swim, play with my pet

A great day at school.

I like to build models.

Read, sing and cook supper.

Going out side and lay in the
cool grass and look up in
in the clouds in the warm
sun

play tag

look for a place to make a fort

Playing with my dog.

When school gets out for summer.

roasting marshmallows

I like to climb trees by my self.

Play ping pong

ride bikes.

I like going on trips with my family.

I like to go on picnics

When I'm playing with frinds I feel just great!

This page is for you.

SOME THINGS I LIKE TO DO:

After you've listed the ten things *you* like to do, tell who you like to do these activities with . . . a friend? someone in your family? all by yourself?

Star * the three things that you like to do best.

Having fun is important for good health!

I LIKE ME!

Did you ever stop and think that *you* are a unique person? There is only one person in the whole world exactly like you. . . . . Y O U. Let's write down some things about Y O U.

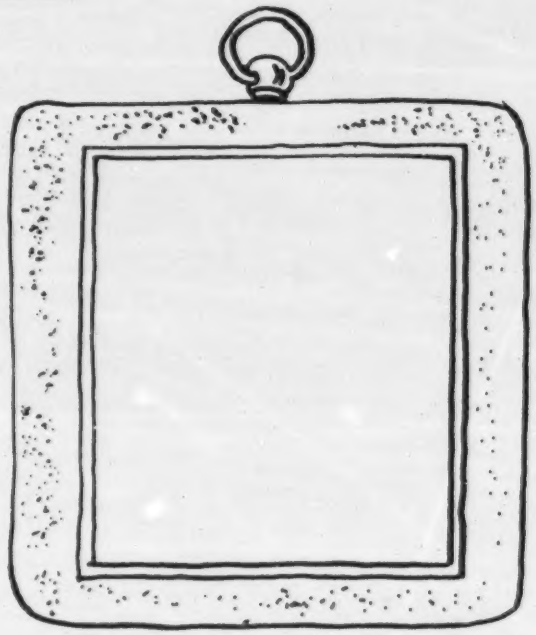
Your Name _____

Your Birthday _____

What color is your hair? _____

What color are your eyes? _____

(Do you have a small picture you can paste here?)



If you have a stamp pad, you might want to put your fingerprints here:

What one word describes you best? _____

Did you ever think that you have changed many lives -- - your mother's, your father's, your grandparents, your sisters and brothers? Who else . . . . . ?

JUST FOR FUN

How do different colors make you feel?

Yellow _____

Orange _____

Red _____

Purple _____

Blue _____

Green _____

Which color is your favorite: _____

Name one thing you treasure most,
or something that you are very proud of.

_____

Name three people who are important
to you.

_____

_____

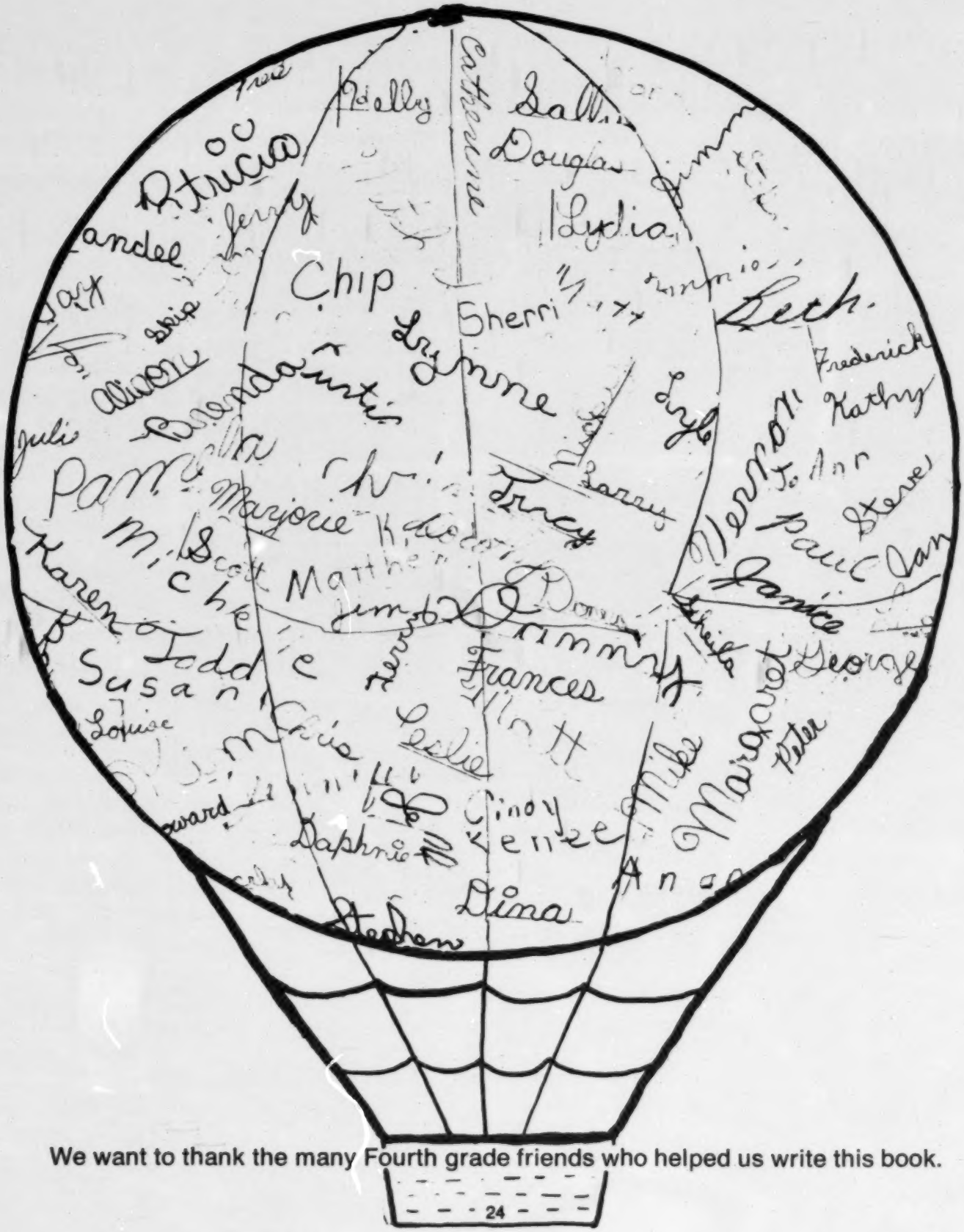
_____

If you could have one wish that could
come true, what would it be?

_____

_____

_____



We want to thank the many Fourth grade friends who helped us write this book.